DOCUMENT RESUME

ED 105 389 CS 001 714

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| TITLE | The Georgia Right to Read Criteria of Excellence in Reading Programs. |
| INSTITUTION | Georgia State Dept. of Education, Atlanta. |
| PUB DATE | 74 |
| NOTE | 12p.; Best Copy Available, pages 8, 9, and 10 may reproduce poorly |
| EDRS PRICE | MF-$0.76 HC-$1.58 PLUS POSTAGE |
| DESCRIPTORS | Effective Teaching; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Program Effectiveness; Rating Scales; Reading; Reading Improvement; *Reading Instruction; *Reading Programs |
| IDENTIFIERS | Georgia; *Right to Read |

ABSTRACT

This assessment scale developed by the Georgia State Department of Education is intended for use in examining the reading program in a particular school and has some suggestions as to how the school might document particular aspects of the program. Some of the suggested techniques for documentation include: describing the composition of a task force, listing community resources used during a specific period of time, preparing a master schedule of classes, compiling sample student record folders, listing materials used for reading instruction, briefly describing the method of determining students' instructional reading levels, describing prescriptive procedures used for instruction, describing flexible grouping plans used in schools, preparing a master schedule of courses, outlining goals and objectives of the curriculum, describing library policies, making available a place where the public can be made aware of data, outlining a plan for staff development, and making a brief statement of training plans. (WR)

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# The Georgia Right to Read
# Criteria of Excellence
# in
# Reading Programs

Georgia State Department of Education

CS 001 714

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
|---|---|
| 1. The entire community actively contributes to and supports the school reading program. | |
| a. The school has an active Right to Read Unit Task Force. | Composition of Task Force and agenda |
| b. Funds are designated for needed purchases. | Substantiate. |
| c. Parents and other interested citizens freely and often visit the classrooms to observe. | List of school visitors during the year. |
| d. The school uses resources of the community. | List of Community Resources used during the period. Cite ways used. |
| e. The school uses volunteers from the community. | Schedule of volunteers. |
| 2. A coordinated reading program is developed in all three phases (formal, free, and subject matter) in all administrative and organizational components of the schools, K-12, when a part of the school curriculum. | Cite supporting data for each<br>Additional data may be: |
| a. Elementary-Secondary | Statement of reading program objective at all levels. |
| b. Early Childhood Education | |
| c. Special Education | |
| d. Gifted Education | Exceptional students program reading component. |
| e. Environmental Education | EMR reading component specifications |
| f. Consumer Education | Identification of Gifted Student component. |
| g. Health, Safety, Nutrition Education | List of materials. |
| h. Title I ESEA Progrmas, | Title I component specifications. |
| i. Title III ESEA Programs, | Title III component specifications. |
| j. Career and occupational information | Career and occupational program component specifications. |
| k. Resource rooms | Areas provided - Cooperative actions undertaken. |
| l. Counseling and Guidance | Counseling and Guidance component specification. Materials used. |
| m. The developmental and corrective reading phases. | Plans-specifications.<br>Materials on hand.<br>Master schedule of classes<br>Sample student record folder |
| 3. The school makes use of a classroom management program in A Reading Program for the 70's: Georgia's Right to Read Program. | |
| a. The school has conducted the Needs Assesment, Program Planning, Status and Reporting Procedures of the State Right to Read Effort. | Copy of each of the following reports<br>Needs Assessment<br>Program Planning<br>Status and Reporting Procedures - National and State |
| b. The school staff has studied A Reading Program for the 70's: Georgia's Right to Read Program in the organization and administration of its reading program. | Organizational and administratives procedures. |

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|---|---|
| 4. A continuous progress organization of the reading program is in operation. | |
| a. The reading program is based on a defined sequence of reading skills and understandings to be acquired by all students. | Outline of sequence of reading skills taught in reading program. Materials used to teach reading skills. |
| b. Students are grouped or group themselves at varied reading levels. | Brief description of method of determining students instructional reading level. |
| c. Appropriate and interesting instructional materials are provided for students both in content and skills organization. | |
| d. There is continuous diagnosis and cooperative prescription for each student in the reading program. | Diagnostic procedure(s) used in reading program.<br>Prescriptive procedure(s) used in reading program. |
| e. Varied approaches are used to teach skills through content and practice. | Check for experience charts, use of daily news, reporting from groups, listening activities, writing including creative, free reading, use of aides and assistants reading to students. |
| f. There is study of many aspects of the language. | Usage, spelling by need, vocabulary, variations, rhythm, types of stories, themes. |
| g. There is a cumulative record keeping system for the reading achievement of each student. | Sample formal cumulative record.<br>Sample record kept by student. |
| h. Progress of each student in reading achievement is evaluated at frequent intervals as well as yearly. | Descriptions and samples showing technique and frequency of reading achievement evaluation. Determine ways of student self-evaluation. |
| 5. The organizational patterns within classrooms and in the total school attempts to provide for the abilities, interest and needs of all of the school population. | |
| a. Basic concepts, general and specific, are examined by using varied content. | |
| b. There are flexible plans for varied groupings in the school to meet study demands of students. | Description of flexible grouping plans used in the school - specify locations content areas. |
| c. Majority the classrooms are workshops or learning laboratories with provisions for and small groups and individual instructional patterns. | Technical Assistance Team (TAT) visitation.<br>Photographs. |

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
|---|---|
| d. Students are kept in the mainstream of the classroom for a major part of the school day. | Master schedule of courses |
| e. Diagnostic, prescriptive, collaborative and research-type activities of teaching are scheduled in the curriculum areas. | Specific plans for: diagnostic, prescriptive, collaborative techniques used in curriculum area classes (by levels); research-type teaching-learning used in curriculum areas. |
| f. Provision is made for the special and personal needs of students through specific materials and individual projects. | Listing of special materials and projects for students. |
| g. Provision is made for the special and personal needs of students through ancillary personnel or services. | Listing of ancillary services available to students. |
| 6. In each subject matter area reading is taught through the use of appropriate content and skills. | |
| a. Major concepts of a subject matter field are learned through designed research studies or units and sub-segments of content required and/or elective, for each grade or level. | Examined organization of these units, research studies, learning centers, learning packages, etc, as named, K-12. Listing of content area reading skills taught. Other(s) (specify). |
| b. Teachers of all content and other curriculum areas teach the reading skills, content and understandings that are unique to the specific curriculum area they teach. | Determine extent and range of collection. |
| c. There is available in the media centers for use in each classroom a wide range of instructional material that can provide for abilities, needs and interests of the students. | TAT visitation. |
| d. There is permanently available to each classroom a wide range of study and independent and enrichment reading materials. Carefully selected instructional media collections are permanently located in the media center for each designated content segment study. | Examine special collections in the media center in each content area chosen by the school |
| e. Each classroom has general interest and content organized learning centers. | TAT visitation. |
| f. Many teachers and students use different instructional media for variety and information seeking. | TAT visitation. |
| g. Many teachers use Research-type teaching activities. | TAT visitation. |

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| **7.** Time allotments for student learning in all goal areas of the curriculum are balanced. | |
| a. There are time allotments, daily, quarterly, or annually, to all curricular areas, K-12 | TAT visitation |
| b. In the primary grades, (K-3), within the scheduled language arts block of time:<br>1. The skills of listening, speaking, acting reading and writing (composition) are interwoven within a 1 1/2 - 2 1/2 hour time block.<br>2. Reading is taught for at least 1-2 hours.<br>3. Spelling, handwriting, language and literature are also taught. | Goals and objectives of curriculum. Specific short, medium, and large content segments in each curricular area and time allotments. |
| c. In the upper grades (4-12), reading is taught specifically in a skill maintenance and development plan for a minimum time in a scheduled language arts block of time in which the skills of listening, speaking, acting, reading, and writing (composition) are correlated. | See plan or guides. Samples of activities and study plans in all subject areas. |
| d. Time is devoted to vocabulary, usage, and extensive subject and free reading in all curricular areas. | Samples of activities and study plans |
| e. Blocks of time (two large blocks in primary) are provided for all subject matter areas, K-12. | |
| f. Time is provided in the school day for students on a planned and free basis for students to use the media in the classrooms, the school, and the community. | TAT visitations. |
| **8.** The reading program uses the resources and services of school library media centers. | |
| a. The school has an adequate library media center. | Number of media center materials by categories available per pupil. |
| b. The library media center functions on an open basis. | Library policies. |
| c. Traveling collections of materials for designated content segments or research studies are stored in the library and readily available to teachers. | Check storage in library. |
| d. Librarians seek and add media materials to the designated content segments and research studies. | List of designated units, research studies and/or elective units available to classroom teachers. |
| e. The library media center has a professional library for teachers. | Number of professional books and magazines available for teachers. |

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
|---|---|
| 9. The instructional materials in both classrooms and library media center are selected to accomodate the wide range of reading interests and needs of school population. | |
| a. There is a wide range of permanently located instructional materials in classrooms. | TAT visitations. |
| b. Each classroom has a time plan for access to the content segment or unit collections for each curriuclum area of the classroom. | TAT visitations.<br>Check the schedules. |
| c. Each classroom has fluid (classroom-library collections of materials (books, filmstrips, tapes, etc.) for independent, interest and enrichment reading at the appropriate levels of the students. | TAT visitations<br>Approximate number of materials available per classroom and when. |
| 10. The reading program develops readers who do read. | |
| a. There are growing collections of paperbacks, varied books, magazines, articles in the classrooms. | Check usage appearance. |
| b. The school has a Right to Read Time or Times for all students and school personnel, scheduled or free. | Designated Right to Read Time(s) for students and school personnel. |
| c. The students maintain records of books, filmstrips, read for pleasure and personal information. | Student records - of books read-<br>e.g. - 3" X 5 " cards, notebooks. |
| d. Students discuss books recently read | TAT visitation. |
| e. Teachers discuss new books with students. | TAT visitation. |
| f. Students frequently visit library. | Library visitation schedule.<br>Check number of students in library each period. |

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
|---|---|
| 11. The reading program encourages the use of the resources and services of the public library. | |
| a. The reading program supports the reading programs and activities of the public library. | Report of participation in summer reading programs.<br>Plan for students to join public library. |
| b. The students use the resources and services of the public library. | TAT visitation to public library.<br>Identify research use of the library. |
| 12. Information on the school's reading program is available to the public. | |
| a. The school has identified reading and comprehension skills to be learned. | Available from previous documentation. |
| b. The school makes the listing available to parents and explains the reading progress of individual students to their parents in terms of acquisitions. | Statement of different ways the school makes information available to parents on:<br>1. Books read by the students.<br>2. Skills activities to be done by the student.<br>3. Reading done by the student in content area reading. |
| c. The plans for developing free, personal reading are well known to students, teachers, and parents. | |
| d. The small segment research studies are carefully organized on a required and elective basis and the plan understood by all. | |
| e. The school assesses the growth of students in reading using varied valid measures available. | Listing of various techniques and instruments. |
| f. The school uses parental conferences and/or home visitations for reporting student progress. | Schedule and frequency of parental conferences and home visitations. |
| g. The school further suggests methods of parental participation in the acquisition of reading skills and free reading. | Specify encouragement system and when it occurs. |
| h. The school makes available to public the data and conclusions from the reading testing procedures used in the school and it interprets the results for the public. | Place (for example - counselor's office) where public can be made aware of the data. |

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
|---|---|
| 13. The reading program has the services of a LEA Right to Read Director. | |
| a. The school system has a Right to Read Director who works with the school's reading program, and has been delegated the time and authority to do so. | Copy of job description of Right to Read Director<br>Name of Right to Read Director. |
| 14. The reading program uses lead Right to Read teachers in the school. | |
| a. The school has a lead Right to Read teacher who coordinates the reading program. | Name of Lead Right to Read teacher.<br>Job roles of Lead Right to Read Teacher |
| b. The lead Right to Read teacher works with classroom teachers in reading and in the curriculum area subjects as a team-mate. | Brief description of activities or contacts of Lead Right to Read Teacher with classroom teachers of Reading and Curriculum area subjects. |
| c. The lead Right to Read teachers teaches corrective reading to small groups of students who need such instruction. | Number of students taught corrective reading by Lead Right to Read Teacher(s) in small groups.<br>Approximate number of times per week Lead Right to Read teacher(s) met with students in small groups for corrective reading instruction. |
| 15. The reading program has an ongoing staff development program for the total teaching and administrative staff. | |
| a. There is a continuous and flexible staff development program that includes approaches to reading instruction for all teachers of all grades and curriculum areas and the principal. | Outline of plan for staff development. |
| b. The staff development program is conducted by the principal and/or Lead Right to Read teacher and/or teachers designated as department chairmen in the secondary school. | List of staff development personnel. |
| c. The LEA Right to Read Director assists in conducting the school's staff development program. | List of LEA Right to Read Director's responsibilities in the school's staff development program. |
| d. The staff development program is conducted during school work hours if possible for non-salary improvement activities. | Times of staff development programs. |

| CRITERIA OF EXCELLENCE IN READING | SUGGESTED DOCUMENTATION |
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| 15. e. All elementary, middle and senior high school teachers participate in a staff development program in their curriculum areas as well as in the reading program. | Percentage of junior and senior high school teachers participate in staff development in their curriculum area and in reading. |
| f. The LEA Board of Education offers monetary and encouragement support to staff members for participation in the staff development program. | Number of incentives awarded. |
| 16. The reading program has a program of preparation for all licensed auxiliary personnel who work in the classrooms. | |
| a. There is an entry phase of preparation for all paraprofessionals, aides, and substitute teachers who assist in the reading classrooms. | Outline of program of preparation. |
| b. Paraprofessionals and aides work in the reading classrooms under the supervision of classroom teachers. Classroom team approach emphasized. | Task descriptions. TAT visitations. |
| c. The program of continuing study for paraprofessionals, aides, and substitute teachers is conducted by teams made up of Lead Right to Read Teachers and classroom teachers under whose supervision the auxiliary staff works or in combination with approved institutions. | Inservice activities of teams of Lead Right to Read Teachers, classroom teachers, and/or approved institution responsible for program of preparation for paraprofessionals, aides, and substitute teachers. |
| d. The program of preparation for auxiliary staff is supervised by administrative persons in coordination with LEA Right to Read Director. | Name and responsibility of administrative person(s) who assists the LEA Right to Read Director in supervision of program of preparation for auxiliary staff. |
| 17. The reading program has a cadre of trained volunteer reading tutors and assistants for school tasks. | |
| a. Short term activities and varied arrangements are outlined for volunteers to assist. | List of activities and schedules of volunteers. TAT Visitations. |
| b. The school has a program of preparation for volunteers conducted by teachers and staff under whose supervision the volunteers will work. | Brief statement of training plans. |

| Standard Number | Crucial Componets Requirement (*95%) | Necessary Components Requirement (80%) | Desirable Components Requirement (50%) |
|---|---|---|---|
| 1 | A,C,D,E | B | |
| 2 | A,M | H,I,K,N | B,C,D,E,F,G,J,L |
| 3 | A,B | | |
| 4 | A,B,C,E,G,H | F, | |
| 5 | B,C,E,F | A,D,G | |
| 6 | B,C,E | A,D,F,G | |
| 7 | B,C,F | A,E,D | |
| 8 | A | B,C,D | E |
| 9 | A,C | B | |
| 10 | A,C,F | D,E | B |
| 11 | | | A,B |
| 12 | A,E | B,H | C,D,F,G |
| 13 | A | | |
| 14 | A,B | C | |
| 15 | A | B,C,E | D,F |
| 16 | A | B,C,D | |
| 17 | | A,B | |
| * | Deficiencies to be stated | | |
| | 37 (35) | 33 (26) | 18 (9) |

## A NOTE CONCERNING DOCUMENTATION

This Assessment Scale for use in examining the Reading Program in a school has some suggestions as to how the school might document particular aspects of the program. These should be regarded as only suggestions by the school and may be freely substituted. They are intended as guides for documentations. If, however, the school is to be evaluated such that it earns the title Model Right to Read School, it must document the various components of their reading program in a method that the Technical Assistance Team of evaluators judge to be Satisfactory. It is, therefore, strongly suggested that the schools seeking evaluation pay dilligent and maticulous attention to method of documentation. Concrete evidence (pictures, lists, number of materials) is greatly encouraged. This documentation should be ongoing from the first day of the program. Should any question arise as to the appropriateness or acceptability of a particular method of documentation, please contact the State Right to Read Office collect (404) 656-2584. We will be happy to answer any questions that may arise.